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ABSTRACT

As part of the needs assessment phase of the Graduate Education for Librarianship in Ohio Project, a content analysis of classified advertisements for professional vacancies in Ohio libraries was conducted to determine past employment trends and develop a profile of library job requirements. Employment announcements in Library Journal, American Libraries, College and Research Library News, and Ohio Library Opportunities were examined, and for each Ohio position advertised the following information was recorded: (1) the name of the employing institution, (2) the type of institution, (3) the educational requirements, (4) the type and number of years of experience required, (5) the language requirements, (6) the service area, (7) the level of the available position, and (8) the minimum salary offered. Tallies of the data by Ohio region and by library type were made. The findings of the analysis include a conservative estimate of 100 to 110 professional openings annually in Ohio libraries, and a clear indication that the majority of Ohio library positions require prior experience in addition to an MLS. The data are summarized in 18 tables. (JL)

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Alternative Modes for Providing

Graduate Education for Librarianship

in Ohio

Phase One: Needs Assessment

Related Paper #1

The Job Market in Ohio, 1976-1980:

An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio

January, 1981

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Foreword

Ohio residents interested in pursuing a graduate degree in library and/or information science offered by a program accredited by the American Library Association may choose to attend one of the following: 1) the Kent State University program, 2) the Case Western Reserve University program, or 3) an out-of-state program. Both Ohio, ALA accredited programs are currently located in the northeastern part of the state. Residents in northwestern, central, and southern portions of Ohio are therefore confronted with problems of long commuting distances, high costs of out-of-state tuition at out-of-state programs, separation from families, or indefinite postponement of graduate degrees.

In an attempt to reduce some of these problems, the Kent State University School of Library Science, with the support of the Public Library of Columbus and Franklin County, initiated an extension program in 1975 to serve the Columbus and central Ohio region. In 1978 facilities at The Ohio State University were made available to the Columbus program, through an expanded cooperative agreement. In 1980 a part-time coordinator was hired on a trial basis for the Columbus program, with office space in the main library at The Ohio State University.

The continuation of the off-campus program, in part, depends on the continued demand for graduate library science training in the Columbus and central Ohio area. Rather than limiting a needs assessment to the Columbus area, the School of Library Science at Kent State University sought and received LSCA Title III funding from The State Library of Ohio to conduct a state-wide

needs assessment and to evaluate alternative programming to meet identified needs throughout the state.

The needs assessment phase of the project consisted of the following parts:

1. A survey of previous and predicted personnel needs in Ohio academic, public, special and school libraries,
2. A survey of library associates employed in Ohio academic, public and special libraries to determine their interest in graduate programs in librarianship,
3. A survey of certified librarians in Ohio public schools to determine their interest in graduate programs,
4. A survey of undergraduates enrolled in educational media and library science courses in Ohio to determine their interest in graduate programs,
5. A survey of student assistants employed at Ohio academic libraries to determine their interest in graduate programs,
6. A study of advertisements for professional vacancies at Ohio academic, public, special libraries and other agencies posted between 1976 and October 1980, and
7. A review of previous studies on national and state employment trends, placement patterns, enrollment forecasts, etc.

The report which follows is a result of one of these studies.

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The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio

Introduction

Purpose of the study

An analysis of classified advertisements for professional library vacancies in Ohio was conducted as part of the needs assessment phase of the Graduate Education for Librarianship in Ohio Project, School of Library Science, Kent State University. The study was designed to supplement a concurrent survey of personnel directors at major academic, special, public and school libraries in Ohio. The two main objectives for this study were as follows:

1. To determine past trends in professional library vacancies in Ohio, e.g., annual number of vacancies, geographical location, type of employing library, minimum salaries, etc.
2. To develop a profile of minimum job requirements, e.g., experience, education, language, etc.

Methodology

A content analysis of advertisements for professional vacancies at Ohio libraries was performed in November, 1980. Four periodicals were selected: 1) Library Journal, 2) ~~Academic~~ American Libraries,

3) College and Research Libraries News, and 4) Ohio Library Opportunities. It was assumed that these periodicals would give fairly comprehensive coverage for those Ohio positions advertised both nationally and locally. The intent was not to determine exact number of vacancies but to estimate trends, regional needs, etc.

Issues published between January 1, 1976 and October 31, 1980 were examined. For each Ohio position advertised, the following information was recorded: 1) name of employing institution, 2) type of institution, 3) educational requirements, 4) experience required, both type and number of years, 5) language requirements, 6) service area of position, 7) level of position, 8) and minimum salary offered. All responses were examined and mutually exclusive categories were developed for all information points. These categories are listed in the tables below.

It should be noted that public school districts do not typically advertise in these periodicals. Consequently this study has restricted its analysis and conclusions primarily to job trends in public, academic, and special libraries and secondarily to trends in library-related agencies; e.g., library networks, library science schools, etc.

Findings

Number of annual vacancies: by region and type of library

During the five year period examined, 544 professional positions were advertised. As Table 1 shows, public libraries had the highest number of vacancies (47%) followed by academic (34%) and then special (10%). This was as expected, the number of vacancies being

TABLE 1

Annual Vacancies by Type of Library, 1976-1980

TYPE	YEARLY					OVERALL
	1976 (N=105)	1977 (N=81)	1978 (N=125)	1979 (N=108)	1980[1] (N=125)	1976-80 (N=544)
Academic	39.0	38.0	32.0	28.0	35.0	34.0
Public	47.5	38.0	51.0	46.0	46.0	46.5
Special	7.5	11.0	8.0	13.0	11.0	10.0
Institution	2.0	2.5	1.0	3.0	1.0	1.5
Consortium	3.0	7.5	7.0	5.0	5.0	5.5
Faculty	1.0	1.0	0.0	3.0	0.0	1.0
Other	0.0	1.0	1.0	2.0	2.0	1.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1. 1980 figures reflect advertisements for the 9 month period, January through October, 1980.

proportional to number of librarians employed at each library type. Except for academic libraries, no particular pattern of annual fluctuations appeared. Academic libraries experienced a decrease in vacancies between 1976 and 1979, with 1980 perhaps beginning a period of renewed demand.

Table 2 presents a regional breakdown of annual vacancies. Figure 1 identifies these regions. During the five year period over one-fourth of the vacancies occurred in the CALICO region (27%), with the INFO/CAMLS region (16%) and the NORWELD region (12%) having the next highest occurrence. It should be noted that some of these regions do not correspond exactly to the multi-county consortia of the same names.

As Table 3 indicates, Ohio Library Opportunities published at The State Library of Ohio in Columbus, gave the most comprehensive coverage to Ohio listings. The high occurrence of CALICO listings may therefore be due to the proximity of the State Library. Table 4 demonstrates, however, that a high percentage of Ohio librarians are employed in the CALICO region, so a high number of vacancies would be expected.

Because regional needs were important for the project, they were examined more closely. Table 5 suggests that during the five years studied special library opportunities were most available in the CALICO region (64%) followed by the INFO/CAMLS region (16%). Academic library opportunities were available in CALICO (30%), in INFO/CAMLS and SWORL/GCLC regional (both 15%), and in NORWELD (11%) and MILO (10%) regions. The pattern was similar for public library opportunities, with CALICO, INFO/CAMLS and NORWELD having over 50%

TABLE 2

Annual Vacancies by Region, 1976-1980

REGION	YEARLY					OVERALL
	1976 (N=105)	1977 (N=81)	1978 (N=125)	1979 (N=108)	1980[1] (N=125)	1976-80 (N=544)
CALICO	26.0	32.0	25.0	28.0	26.5	27.0
COIN	6.5	6.0	4.0	5.0	8.0	6.0
INFO/CAMLS	19.0	16.0	17.0	17.0	9.5	16.0
MILO	8.5	6.0	7.0	4.5	9.5	7.0
MOLO	3.0	2.5	4.0	4.5	3.0	3.5
NOLA	11.0	4.0	5.0	9.0	6.0	7.0
NORWELD	9.5	9.0	13.0	14.0	12.0	12.0
OVAL	4.0	11.0	9.0	5.0	9.0	7.0
SOLO	4.0	5.0	5.0	3.0	6.0	4.5
SWORL/GCLC	8.5	6.0	10.0	8.0	9.5	9.0
WORLDS	0.0	2.5	1.0	2.0	1.0	1.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1. 1980 figures reflect a nine month period, January through October, 1980.

Figure 1

A Map of the Eleven Ohio Regions

TABLE 3

Percentage of Ohio Positions Listed in Four Periodicals, 1976-1980

PERIODICAL	INSTITUTIONAL TYPE						
	ACADEMIC (N=185)	PUBLIC (N=253)	SPECIAL (N=55)	INSTITUTION (N=9)	CONSORTIUM (N=30)	FACULTY (N=4)	OTHER (N=6)
Library Journal	36%	17%	9%	0%	17%	50%	33%
College & Research Libraries News	46%	0%	4%	0%	0%	0%	0%
American Libraries	35%	20%	11%	0%	20%	50%	83%
Ohio Library Opportunities	48%	80%	85%	100%	97%	25%	17%

TABLE 4

Regional Distribution of Professional Library Position[1]

Region	Overall	Academic	Public	Special[2]
CALICO	16.8	19.3	11.1	35.0
COIN	2.8	2.8	3.2	1.5
INFO/CAMLS	29.8	23.5	31.0	33.6
MILO	7.9	11.7	6.4	8.6
MOLO	6.3	2.6	8.7	2.3
NOLA	8.5	8.3	9.7	3.7
NORWELD	9.7	12.7	10.1	4.1
OVAL	2.5	1.3	3.1	1.9
SOLO	1.6	1.3	1.9	0.6
SWORL/GCLC	10.7	15.0	10.0	8.1
WORLDS	3.4	1.5	4.8	0.6
	100.0%	100.0%	100.0%	100.0%

1. Academic and special library data from 1979 have been used; for public libraries, detailed statistical breakdowns from 1978 were used.

2. Special library figures include both professional and non-professional personnel.

TABLE 5

Vacancies by Region and Type of Library, 1976-1980

REGION	TYPE				
	OVERALL[1] (N=544)	ACADEMIC (N=186)	SPECIAL (N=55)	PUBLIC (N=253)	INSTITUTION (N=9)
CALICO	27.0	29.5	63.5	19.0	0.0
COIN	6.0	4.0	3.5	6.0	34.0
INFO/CAMLS	16.0	15.0	16.0	17.0	0.0
MILO	7.0	10.0	4.0	8.0	0.0
MOLO	3.5	0.5	2.0	5.0	0.0
NOLA	7.0	7.0	0.0	10.0	0.0
NORWELD	12.0	11.0	2.0	15.0	11.0
OVAL	7.0	7.0	2.0	7.5	11.0
SOLO	4.5	0.5	0.0	7.5	22.0
SWORL/GCLC	9.0	15.5	7.0	3.0	22.0
WORLDS	1.0	0.0	0.0	2.0	0.0
	100.0%	100.0%	100.0%	100.0%	100.0%

1. Overall percentages include 41 positions available on teaching faculties, in consortia, networks, and other information agencies.

of the vacancies. Again this follows the regional breakdown of total professional positions, previously reported in Table 4.

Table 6 indicates that certain regions had a wider range of opportunities than others. CALICO had the most even breakdown of opportunities for the five year period with 37% of its vacancies being "academic", 32%, "public", and 24%, "special." INFO/CAMLS was the only other region with a similar range. Public library vacancies dominated almost all other regions, with the exception of SWORL/GCLC with its 62% academic openings.

Job Requirements

Table 7 reports the general job requirements for the 544 positions advertised. The MLS degree was required or desirable for 75% of the positions; 12% required or preferred an additional graduate degree. Over 70% of the positions required or desired applicants with experience. In looking at specific types of experience it was found that only 25% of the advertisements specified administrative experience. Less than 50% mentioned specific types of experience, e.g., a children's librarian with experience in children's services. Finally less than 10% of the advertisements included foreign language abilities as a job qualification.

1. Education and Language

Table 8 contains a breakdown of educational requirements by type of library. Academic, public and institution libraries required the MLS degree for the majority of their vacancies. Academic libraries actually had the highest educational requirements since a second master's degree was preferred or required for

TABLE 6

Regional Vacancies by Institutional Type, 1976-1980

TYPE	REGION					
	CALICO (N=147)	COIN (N=32)	INFO/CAMLS (N=86)	MILO (N=40)	MOLO (N=19)	NOLA (N=40)
Academic	37	25	33	45	5	32
Public	32	47	51	50	63	65
Special	24	6	10	5	5	0
Institution	0	9	0	0	0	0
Other[1]	7	13	6	0	27	3
	100%	100%	100%	100%	100%	100%

TYPE	REGION					
	NORWELD (N=63)	OVAL (N=40)	SOLO (N=24)	SWORL/GCLC (N=47)	WORLDS (N=6)	TOTAL STATE (N=544)
Academic	32	33	4	62	0	34
Public	58	48	79	17	100	47
Special	2	2	0	9	0	10
Institution	2	2	8	4	0	2
Other[1]	6	15	9	8	0	7
	100%	100%	100%	100%	100%	100%

1. "Other" includes teaching faculty positions and other information-related positions.

TABLE 7

General Job Requirements for Positions Advertised between January, 1976 and October, 1980

REQUIREMENT	PERCENTAGE OF POSITIONS (N=544)
Education	
MLS required	73
MLS desirable	2
MLS or equivalent education/experience	3
MLS plus 2nd masters required	3
MLS plus 2nd masters desirable	9
Other education	7
Not mentioned	3
	100%
Experience	
Required	59
Desirable	17
Not mentioned	24
	100%
Administrative experience	
Required	21
Desirable	4
Not mentioned	75
	100%

TABLE 7 continued

General Job Requirements for Positions Advertised between January, 1976 and October, 1980

REQUIREMENT	PERCENTAGE OF POSITIONS (N=544)
Experience relative to specific service area	
Required	36
Desirable	12
Not mentioned	52
	100%
Foreign language	
Required	5
Desirable	4
Not mentioned	91
	100%

TABLE 8

Educational Requirements by Type of Library

EDUCATION	TYPE			
	ACADEMIC (N=186)	PUBLIC (N=253)	SPECIAL (N=55)	INSTITUTION (N=9)
MLS required	60.0	86.0	49.0	89.0
MLS desirable	0.5	3.0	4.0	11.0
MLS or equivalent education/experience	2.0	2.0	5.0	0.0
MLS plus 2nd masters required	6.5	0.5	0.0	0.0
MLS plus 2nd masters desirable	25.0	0.0	2.0	0.0
Other education	4.0	5.0	36.0	0.0
Not mentioned	2.0	3.5	4.0	0.0
	100.0%	100.0%	100.0%	100.0%

TABLE 8 continued

Educational Requirements by Type of Library

EDUCATION	TYPE		
	CONSORTIA/NETWORK (N=30)	FACULTY (N=5)	OTHER (N=6)
MLS required	90.0	0.0	83.0
MLS desirable	0.0	0.0	0.0
MLS or equivalent education/experience	0.0	0.0	17.0
MLS plus 2nd masters required	0.0	80.0	0.0
MLS plus 2nd masters desirable	0.0	20.0	0.0
Other education	7.0	0.0	0.0
Not mentioned	3.0	0.0	0.0
	100.0%	100.0%	100.0%

approximately 32% of its vacancies. Special libraries gave the lowest emphasis to the MLS degree. In fact 36% of the vacancies stressed non-library degrees corresponding to the institution's collection emphasis. As expected faculty positions required advanced degrees and vacancies at multi-type consortia required the MLS degree.

Of the few positions citing foreign language criteria, most were advertised by academic libraries or by schools of library science or educational media. Exact percentages are reported in Table 9.

2. Experience

As Table 10 reveals, library consortia and other "non-traditional" agencies had the highest percentage of positions which required experience. Applicants for more traditional positions found that academic libraries placed highest emphasis on experience (82%) followed by public libraries (69%). In fact only institutional and teaching faculty positions had fewer than 50% of their advertisements citing experience as a job qualification.

Administrative experience was specified for only 25% of the 544 vacancies. Again consortia positions had the highest percentage (43%). During the five year period, it would seem that public libraries were seeking a slightly higher percentage of administrators than academic libraries (29% vs 22%).

In regards to specific experience, academic libraries again ranked highest (63%), followed by consortia and other agencies (50%). Again institutional and teaching faculty positions ranked lowest in citing specific experience requirements.

Table 11 reports the median years of general experience, administrative experience, and specific experience required by each

TABLE 9

Language Requirements by Type of Institution

LANGUAGE	TYPE			
	ACADEMIC (N=186)	PUBLIC (N=253)	SPECIAL (N=55)	INSTITUTION (N=9)
Required	11.0	1.5	5.0	0.0
Desirable	9.0	0.5	0.0	0.0
Not mentioned	80.0	98.0	95.0	100.0
	100.0%	100.0%	100.0%	100.0%

	CONSORTIA/NETWORK (N=30)	FACULTY (N=5)	OTHER (N=6)
Required	0.0	20.0	0.0
Desirable	0.0	0.0	0.0
Not mentioned	100.0	80.0	100.0
	100.0%	100.0%	100.0%

TABLE 10

Experience Required by Library Type

EXPERIENCE	TYPE			
	ACADEMIC (N=186)	PUBLIC (N=253)	SPECIAL (N=55)	INSTITUTION (N=9)
Experience				
Required	68	54	38	0
Desirable	21	15	20	22
Not mentioned	11	31	42	78
	100%	100%	100%	100%
Administrative experience				
Required	19	23	7	0
Desirable	3	6	4	0
Not mentioned	78	71	89	100
	100%	100%	100%	100%
Experience related to specific service area				
Required	46	31	24	0
Desirable	17	11	9	11
Not mentioned	37	58	67	89
	100%	100%	100%	100%

TABLE 10 continued

Experience Required by Library Type

EXPERIENCE	TYPE		
	CONSORTIA/NETWORK (N=30)	FACULTY (N=5)	OTHER (N=6)
Experience			
Required	86	40	100
Desirable	7	0	0
Not mentioned	7	60	0
	100%	100%	100%
Administrative experience			
Required	43	0	17
Desirable	0	0	0
Not mentioned	57	100	83
	100%	100%	100%
Experience related to specific service area			
Required	47	0	50
Desirable	3	0	0
Not mentioned	50	100	50
	100%	100%	100%

TABLE 11

Median Years of Experience Required by Year and by Institutional Type

TYPE	YEAR				
	1976	1977	1978	1979	1980
Academic					
Experience	3	3	3	3	3
Administrative experience	2	2	2	1	3
Specific experience	2	3	3	3	2
Public					
Experience	3	2	5	3	3
Administrative experience	2	4	4	4	3
Specific experience	3	2	4	3	3
Special					
Experience	5	2	2	2	2
Administrative experience	-	-	-	-	-
Specific experience	-	2	2	3	2
Institution					
Experience	-	-	-	-	-
Administrative experience	-	-	-	-	-
Specific experience	-	-	-	-	-

TABLE 11 continued

Median Years of Experience Required by Year and by Institutional Type

TYPE	YEAR				
	1976	1977	1978	1979	1980
Consortia/Network					
Experience	3	2	3	3	3
Administrative experience	-	4	3	3	4
Specific experience	-	2	2	-	-
Faculty					
Experience	-	5	-	-	-
Administrative experience	-	-	-	-	-
Specific experience	-	-	-	-	-
Other					
Experience	-	3	-	3	4
Administrative experience	-	-	-	-	-
Specific experience	-	-	-	-	3

type of employing institution. Not all positions requiring experience specified a given number of years. It can be seen that few, if any, of the institutional faculty or "other" agency positions required a minimum number of years of general experience. Three years was the median for academic, public, and consortium positions; two, for special. Public libraries generally specified four years minimum administrative experience for those positions requiring it; consortia, three to four years; and academic, two years. Finally academic and public libraries generally required three years of specific experience; library consortia and special libraries, two.

It has been stated that not all jobs requiring experience of one form or another specified a minimum number of years as a screening criterion. Table 12 reports the percentage of positions specifying minimum years for each of the seven employer categories. If the data in Table 12 and Table 10 are compared, it is found that, in most cases, there is a difference of 10% to 20% between the percentage of positions requiring experience and the percentage of positions specifying mimimum years required. For example 68% of the academic positions required general experience, but only 50% specified a minimum number of years. It appears, therefore, that there may have been some flexibility in qualifications.

Vacancies by Service Area

Yearly postings were broken down by service area to determine which skills were most marketable during the five year period and to determine if any trends emerged. From Table 13 it would appear that individuals with administrative skills were most in demand, even though only 25% of all positions specified administrative

TABLE 12

Percentage of Positions Specifying Minimum Years of Experience by Type of Institution

EXPERIENCE	TYPE			
	ACADEMIC (N=186)	PUBLIC (N=253)	SPECIAL (N=55)	INSTITUTION (N=9)
Experience	50%	30%	33%	0%
Administrative experience	10%	10%	0%	0%
Specific experience	22%	8%	11%	0%

	CONSORTIA/NETWORK (N=30)	FACULTY (N=5)	OTHER (N=6)
Experience	70%	20%	83%
Administrative experience	30%	0%	0%
Specific experience	10%	0%	33%

TABLE 13

Breakdown of Yearly Postings by Service Areas[1]

SERVICE AREA	YEAR				
	1976 (N=92)	1977 (N=72)	1978 (N=111)	1979 (N=90)	1980[2] (N=111)
1. Administration (administration, personnel)	30.0	23.0	31.0	27.0	19.0
2. Technical services (cataloging, acquisition, collection development)	14.0	12.5	11.0	8.0	16.0
3. Public services (reference, reader's services, research, circulation)	20.0	24.0	14.0	23.0	18.5
4. Children's & young adults's services	10.0	12.5	13.0	12.5	13.0
5. Outreach (outreach, bookmobile)	3.0	3.0	2.0	4.5	4.5
6. Media	3.0	7.0	9.0	2.0	5.0
7. Serials	2.0	1.0	2.0	6.0	3.0
8. Government documents	1.0	0.0	0.0	1.0	1.0
9. Subject specialist: Social Sciences	5.5	1.0	5.0	4.5	6.0
10. Subject specialist: Humanities	2.0	4.0	3.0	3.0	3.0
11. Subject specialists: Sciences	1.0	6.0	2.0	1.0	0.0
12. Archives, rare books	0.0	0.0	0.0	1.0	3.0
13. Computer and System analysts	3.0	3.0	1.0	4.5	3.5
14. User education	5.5	3.0	7.0	2.0	4.5
	100.0%	100.0%	100.0%	100.0%	100.0%

1. Sixty-eight positions advertised between 1976 and 1980 could not be classified into these fourteen categories and therefore are not included in this breakdown.

2. 1980 figures cover a nine month period, January through October, 1980.

experience. Reference, circulation, and other public service positions continued to be available. Technical service positions seemed to decrease between 1976 and 1979, with 1980 showing a change upward. Other positions generally demonstrating a upward trend in demand were children and young adult services' librarians, outreach librarians, and computer and system analysts. The demand for A-V librarians also increased slightly.

Table 14 reports service vacancies by the three principal library types. The most obvious trends are summarized here. Public libraries emphasized administrative positions in the five year period. Technical services, and surprisingly public services, were emphasized more by academic and special libraries. Public libraries had a high percentage of their openings in children's and young adult's services. Media personnel were needed by all three library types. In general the three library types had more social science openings than science openings, contrary to national trends.

Finally Table 15 examines relative experience and language requirements by service area. Administrative and technical service positions had the highest percentage of vacancies requiring relevant experience, 54% and 56% respectively. The only area reporting a higher percentage was the archival/rare book specialty (75%). User education and computer and system analysts ranked next with percentage rates in the forties. Science and media specialists followed (38% and 35% respectively). Government documents, humanities, and outreach librarians had the lowest relevant experience requirements.

Table 15 also demonstrates that those positions requiring a language occurred primarily in technical services, serials, and humanities areas, as would be expected. In fact technical services

TABLE 14

Breakdown of Vacancies by Service Area and Library Type, 1976-1980[1]

SERVICE AREA	LIBRARY TYPE		
	ACADEMIC (N=182)	PUBLIC (N=225)	SPECIAL (N=44)
1. Administration	14.0	39.0	9.0
2. Technical services	22.5	9.5	18.0
3. Public services	27.0	12.0	30.0
4. Children's and young adult's services	0.0	24.0	0.0
5. Outreach	0.0	5.0	7.0
6. Media	6.0	4.5	7.0
7. Serials	6.0	1.0	2.0
8. Government documents	0.5	0.0	4.5
9. Subject specialists: Social sciences	6.0	2.0	16.0
10. Subject specialists: Humanities	7.0	0.5	0.0
11. Subject specialists: Sciences	4.0	0.0	2.0
12. Archives, rare books	2.0	0.0	0.0
13. Computer and system analysts	3.0	0.5	4.5
14. User education	2.0	7.0	0.0
	100.0%	100.0%	100.0%

1. Advertisements for public (N=28), academic (N=4), and special (N=11) library vacancies not falling into one of the above service areas have been excluded from this breakdown.

TABLE 15

Percentage of Positions in Each Service Area Requiring Relative Experience and Foreign Language

SERVICE AREA	N	RELATIVE EXP. REQUIRED	LANGUAGE REQUIRED
1. Administration	124	54%	2%
2. Technical Services	59	56%	22%
3. Public Services	92	30%	3%
4. Children's and Young Adult Services	58	21%	0%
5. Outreach	16	19%	0%
6. Media	26	35%	0%
7. Serials	13	31%	15%
8. Government Documents	3	0%	0%
9. Subject Specialists: Social Sciences	23	30%	0%
10. Subject Specialists: Humanities	14	14%	29%
11. Subject Specialists: Sciences	8	38%	0%
12. Archives and rare books	4	75%	0%
13. Computer and System Analysts	14	43%	7%
14. User Education	22	41%	0%

had higher percentages of both relevant experience and language requirements than any other area. The number of positions available may have declined, but the qualifications remained high.

Position level and salary information

Although job titles do not always accurately reflect the amount of authority or supervisory responsibility associated with a position, they do differentiate between entry-level and other positions. Table 16 indicates that of the 544 positions advertised, only 43% could be considered entry level positions.

Data given in Table 17 confirm earlier statements on the prevalence of administrative positions in public libraries. Only 36% of the public library positions could be considered entry level positions, while academic and special libraries had 53% and 51% respectively. Institutional libraries afforded the most opportunity for beginning librarians.

Table 18 reports minimum salary levels for the 544 positions, broken down by year and type of employing institution. Among traditional libraries, academic libraries generally offered the highest salaries, followed by special, and then public libraries. This follows since academic libraries were also the employers specifying the most education, experience, and language requirements.

TABLE 16

Percentage of Advertisements for Each Position Level

LEVEL	PERCENTAGE OF POSITIONS (N=544)
Director or Head Librarian	19
Assistant Director or Assistant Head Librarian	7
Head of Division	17
Assistant Head of Division	8
Librarian	43
Other	4
Level information unavailable	2
	100%

TABLE 17

Breakdown of Position Level by Type of Inctitution

LEVEL	TYPE			
	ACADEMIC (N=186)	PUBLIC (N=253)	SPECIAL (N=55)	INSTITUTION (N=9)
Director or Head Librarian	12	26	7	0
Assistant Director or Assistant Head Librarian	6	10	0	0
Head of Division	16	19	15	0
Assistant Head of Division	7	7	11	0
Librarian	53	36	51	100
Other	5	1	12	0
Level information unavailable	1	1	4	0
	100%	100%	100%	100%

TABLE 17 continued

Breakdown of Position Level by Type of Institution

LEVEL	TYPE		
	CONSORTIA/NETWORK (N=30)	FACULTY (N=5)	OTHER (N=6)
Director or Head Librarian	30	0	0
Assistant Director or Assistant Head Librarian	7	0	0
Head of Division	23	0	17
Assistant Head of Division	0	0	0
Librarian	20	0	0
Other	20	80	83
Level information unavailable	0	20	0
	100%	100%	100%

TABLE 18

Median Minimum Salary by Year and Type of Institution

TYPE	YEAR				
	1976	1977	1978	1979	1980
Academic	$ 11,750	$ 12,740	$ 13,250	$ 13,130	$ 14,200
Public	10,340	10,692	10,500	12,950	12,300
Special	10,483	11,020	11,149	11,149	14,165
Institution	-	10,483	10,483	11,900	11,981
Consortia/ Network	10,088	12,770	11,000	16,250	14,978
Other	-	12,000	-	14,750	27,000

Summary

A conservative estimate of the annual professional vacancies in Ohio would range from 100 to 110 openings. This would not include school library positions or positions existing in small, rural libraries which fail to advertise at the national or state level. Annual vancancies would occur primarily in the INFO/CAMLS, CALICO, NORWELD, and SWORL/GCLC regions. The INFO/CAMLS region currently is served by two ALA accredited library schools; the CALICO region, by the off-campus program of Kent State University. Graduates from these two regions have the widest variety of positions to choose from, openings having been advertised for all three principal library types.

Graduates having worked prior to or during their master degree programs would have an advantage in securing an Ohio position. Seventy-five percent of all advertisements specified the MLS degree as a required or desirable qualification, with 76% citing some experience as desirable or required. Two to three years was generally the minimum amount of experience desired. Of the three traditional library types covered, academic libraries had the highest percentage of job requirements; they also paid the highest salaries. The data reported in Table 3 also suggested that competition for academic positions might be higher, these positions being advertised more frequently in national periodicals than public library openings.

These findings can be compared with those of similar studies. For example Creth and Harders found that applicants for 89% of the entry-level positions advertised by thirty academic research libraries would need previous academic library experience to be competitive.

They also reported that the second master's was being used to screen applicants for interviews.[1]

Genaway, in a study of the job market in the Southeast, compared characteristic of new job incumbents to the qualifications cited in position postings. He found that 69% of the positions requiring an MLS degree had been filled by an MLS applicant. In cases where "no experience" was listed, only 4% of the individuals hired lacked experience. Genaway reported that the incumbents typically had more previous experience and educational background than required in the job advertisements.[2]

A Bureau of Labor Statistics study, conducted in the early 1970's, forecasted that the main source of employment opportunities in the period 1970-85 would result from library replacement needs and not expansion. The study projected that 80% of these positions would be filled by new graduates from MLS/M.Ed degree programs.[3] If this prediction holds true, then new graduates will need to acquire pre-degree experience to be competitive in the Ohio library job market.

This present study also indicated specific skills valued in today's job market. These include administrative skills, children and young adult services experience, outreach programming capabilities, media skills, and computer programming background. These skills are similar to those needs projected by the Bureau of Library Statistics[4] and identified by Creth and Harders.[5]

What then are the implications of this study for graduate education in librarianship in Ohio? It would appear that the INFO/CAMLS and CALICO regions are the areas most likely to provide employment opportunities for library school graduates. The NORWELD areas could also provide employment, although to a lesser degree.

These would be areas to consider when deciding on the continuation or development of library education opportunities. It would also appear that the programs which cater to the needs of the working paraprofessional and professional librarian will have a higher success rate in graduate placements, the demand for experience being what it is. Also those programs with field practicums may provide some of the requisite experience during the training program. Finally it would seem that students must have a wide spectrum of courses to choose from, i.e., those for specific library types and those on specific content areas such as management, computer programming, media, etc. Non-experienced students taking just traditional core offerings may be less competitive in today's job market.

References

1. Creth, Shelia and Faith Harders. "Requirements for the Entry Level Librarian,: Library Journal, 105: 2168-69, October 15, 1980.

2. Genaway, David C. "The Job Market in the Southeast", Southeastern Librarian, 28: 78-81, Summer, 1978.

3. U.S. Department of Labor. Bureau of Labor Statistics. Library Manpower: A Study of Demand and Supply. Washington, D.C.: Bureau of Labor Statistics, 1975.

4. Ibid.

5. Creth and Harders, 1980.